DOCUMENT RESUME

ED 330 418 JC 910 215

AUTHOR Fraser, David A. S.
TITLE Seniors' Outreach Project: Sabbatical Report for the Year 1989-1990.
INSTITUTION Sir Sandford Fleming Coll., Peterborough (Ontario).
PUB DATE 91
NOTE 53p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Adult Learning; *Adult Programs; Community Colleges; *Community Services; *Geriatrics; *Older Adults; *Outreach Programs; Program Descriptions; Two Year Colleges; Universities

ABSTRACT

As part of a sabbatical leave project undertaken during the 1989-90 academic year, a faculty member at Sir Sanford Fleming College in Petersborough, Ontario visited 13 two- and four-year colleges in the United States to gather information on services, courses, and programs available for older adults. This sabbatical report provides a profile of the Seniors' Outreach Project at Sir Sanford Fleming College and programs at each of the visited sites; i.e., the Center for Aging Education at Lansing Community College (Michigan); the Senior Adult Education Program at Cuyahoga Community College (Ohio); the Centenary Program of Continuing Education for Senior Adults at Centenary College (Louisiana); the Center for Studies in Aging at the University of North Texas; Extended University Programs at Central Washington University (Washington); the Northwest Geriatric Education Center at the University of Washington; the Center for Regional and Continuing Education at California State University, Chico; the Fromm Institute at the University of San Francisco (California); Emeritus Institute at Saddleback College (California); the Senior Citizens Program at Brazosport College (Texas); the PJC Seniors Club at Pensacola Junior College (Florida); the Institute of New Dimensions at Palm Beach Community College (Florida); and Mainstream, the Retirement Institute at Westchester Community College (New York). Each profile includes a brief description of the college and its history and service area, the major activities and services of the centers, and information on program funding. Appendixes provide the sabbatical proposal, a sample site visit report, and a sample of the letters sent to the schools prior to the site visits. (AYC)

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FLEMING

SIR SANDFORD FLEMING COLLEGE

ED330418

SENIORS' OUTREACH PROJECT

SABBATICAL REPORT

FOR THE YEAR

1989 - 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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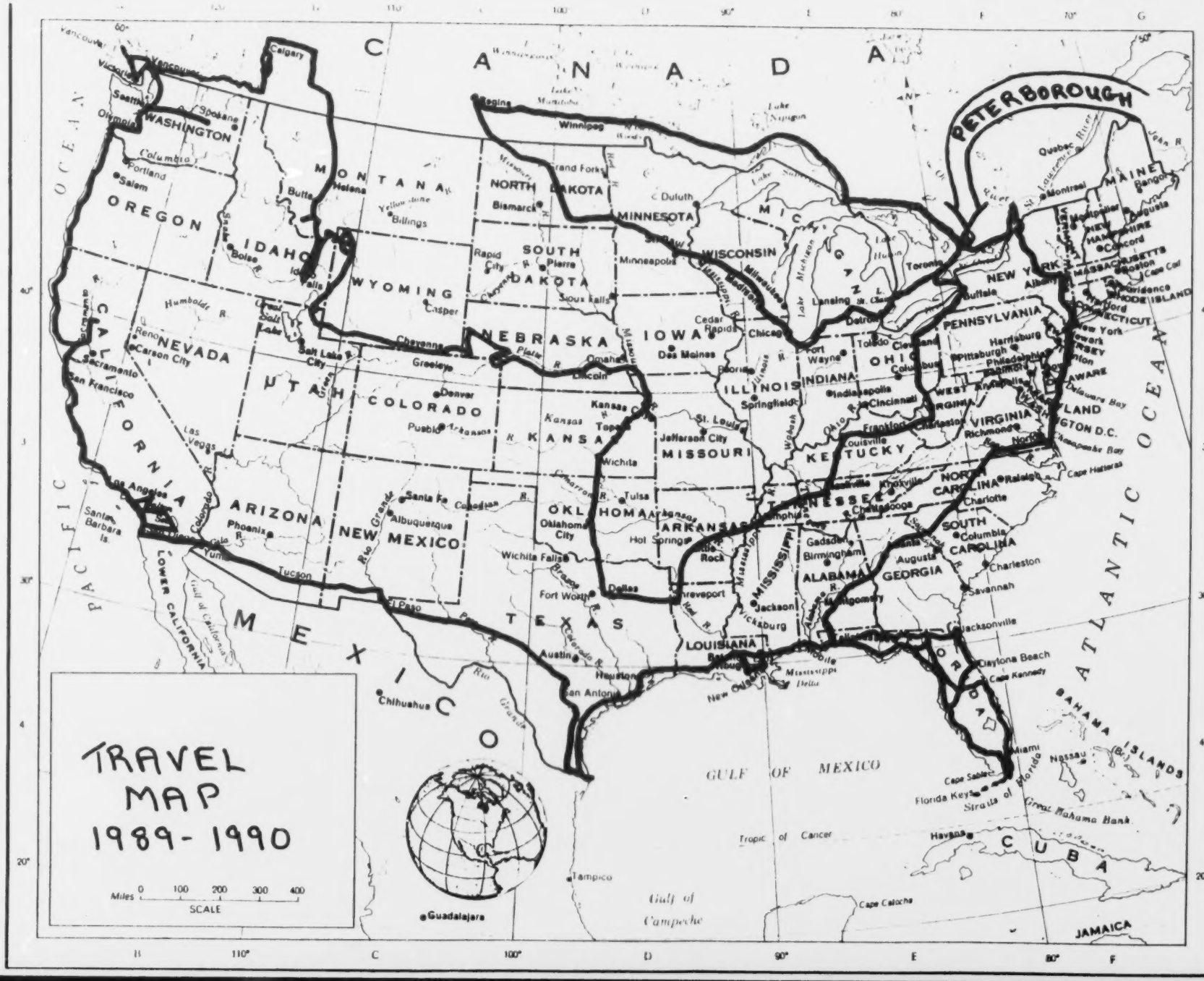
PETERBOROUGH
TRAVEL MAP 1989-1990
CANADA
MEXICO
UNITED STATES
WASHINGTON
OREGON
CALIFORNIA
IDAHO
NEVADA
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
WEST VIRGINIA
PENNSYLVANIA
NEW YORK
MAINE
VERMONT
NEW HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MARYLAND
WASHINGTON D.C.
PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF MEXICO
CUBA
JAMAICA
BAHAMA ISLANDS
Miles 0 100 200 300 400
SCALE

PREFACE

In the Fall of 1986, my friend and fellow faculty member Doug Stock visited Berkshire Community College in Pittsfield, Massachusetts. When he returned, he told me of a project at Berkshire that involved teaching senior citizens on an outreach basis in the community. He also suggested that I contact Sheldon Rothberg at Berkshire if I felt the project might have potential for Peterborough.

Several letters and telephone calls later, a proposal for a seniors project was being formulated for Sir Sandford Fleming College. This project, however, opted for a slightly different audience.

Intellectual stimulation is the lifeblood of our social fabric. There were a number of organizations, associations and institutions that were successfully offering programs for the more active elder citizens in the community. The opportunities for those residing in hospitals,nursing homes and retirement centers were almost nonexistent.

In January of 1987, the college Board of Governors approved my request for partial release time to pursue research that could possibly result in a new and visionary program for Fleming.**(See Appendix B - Berkshire College, March 1987)**

By June, a proposed series of classes were scheduled for September. They would include three institutions : The Peterborough Civic Hospital, Extendicare Peterborough, and Marycrest Home For The Aged. I taught a credit course entitled FILM & SOCIETY at each center.

The program was a complete success, so much so that the following year the number of centers was doubled to a total of six. I assumed the responsibility of coordinating the program and recruited five more teachers to take over the academics.

Our second year programs included such courses as Media Studies, Canadian Literature, Ethics and Moral Values, Genealogy, and The Canadian Identity.

That same Fall I went through the formal process of applying for a sabbatical leave for the year 1989 - 1990 and in November it was approved. **(See Appendix A - Sabbatical Proposal)**

In May of 1989, I had the opportunity to present a paper on the project at the Association of Canadian Community Colleges conference being held that year in Regina, Saskatchewan. This seemed like perfect timing to do a dry run for the sabbatical later that year, so my wife and I contacted Lansing Community College in Michigan. We stopped in Lansing on our way out to Regina and had a wonderful initiation to the survey process.

We left Ontario again in August and returned the following year in April.

ACKNOWLEDGMENTS

This report is the product of many contributions from a host of sources across the continent.

I am grateful to the faculty, adminstration and staff of Sir Sandford Fleming College for their interest, enthusiasm and encouragement over the years of preparation.

I wish to thank those colleges and universities that responded to my requests and offered their resources to further my studies. (See Appendix C - Letter to Colleges and Universities) In many cases I have quoted directly from their own material; there is no need to paraphrase information that is already in ideal form.

Finally, to my wife Bernice, who after 43,000 kilometers (27,000 miles) through 41 states and 5 provinces over a period of ten months, living and travelling in a truck and a 23 foot fifth-wheel trailer, is still my dearest friend, confidante and helpmate. Without her love and encouragement. this sabbatical would still be a future dream not yet realized.

SIR SANDFORD FLEMING COLLEGE

SENIORS' OUTREACH PROJECT
Brealey Building
Sutherland Campus
Brealey Drive, Peterborough
Ontario, K9J 7B1

705-743-5610

Project Coordinator - David Fraser

Peterborough is a city in the province of Ontario about 80 miles northeast of Toronto. Its population hovers around the 60,000 mark, while the surrounding Peterborough County brings the total to over 100,000. Although its economy is firmly based in tourism and recreation, Peterborough is in the enviable position of being most attractive to new commercial and industrial operations because of its location and variety of facilities.

Sir Sandford Fleming is one of the 22 Community Colleges of Applied Arts and Sciences in Ontario that opened their doors to students in 1967. The largest campus is located in Peterborough, while a slightly smaller one devoted solely to Forestry and Natural Resources is in Lindsay, a town about 25 miles west. The three schools within the Peterborough campus focus on 1. Business 2. Technology , and 3. Health Science, Applied Arts and Student Development. The total full-time enrollment of the college is between four and five thousand students.

The Senior Citizen population in the Peterborough area is well above the provincial average and is closing on the 16 % mark. The cost of living index is markedly below that of Toronto. Many Seniors are selling their homes and moving to Peterborough, banking the difference of $ 200,000.00 or more after they have purchased a comparable house here.

For the sake of clarity in describing the Seniors of Peterborough I have taken the liberty and familiarity of categorizing them as either ACTIVE or PASSIVE. ACTIVE Seniors are those who are more or less capable of taking care of themselves and, more

PASSIVE Seniors are those individuals who require external assistance for care and are either home or institution bound. Their mobility is severely curtailed.

This presentation is based on the premise that intellectual stimulation is an absolute necessity for physical, social and psychological growth no matter what one's age. Once we accept this premise as a given requirement, we can then get on with the business of doing something about it. For all the stages up to and including maturity, our society provides a wealth of incentives for meaningful living. Even Active Seniors are starting to benefit from an ever-increasing number of opportunities and programs that are available.

However, many of our Active Seniors look upon the act of entering an institutional phase of their life as tantamount to a death sentence. Unfortunately, it is this mindset that does the most to hasten a decline in an individual's physical and emotional status.

Peter Clayton, the Media Studies teacher at Marycrest Home for the Aged, introduced his program last year in the following manner:

> Machiavelli once wrote of the special privilege of those in Ancient Greece who were afforded the opportunity to " don regal and courtly garments, enter the courts of the Ancients and speak with them".
> These days, the courts of the Ancients are places such as Marycrest and Rubidge Hall, and there is generally little prestige associated with the opportunity for outsiders to visit with the elderly. Indeed, the trend today seems to be a lack of concern with history and tradition and, by extension, the elderly. Dialogue between old and young was once the primary source of knowledge and wisdom. How times have changed !
> Through the <u>Community Outreach Program</u> developed by Sir Sandford Fleming College, steps are being taken toward reconsidering the status of passive senior citizens in terms of education. By reintroducing seniors to the formal education system an unusual thing happens. The teacher often ends up learning more than anybody. The "regal and courtly garments" may have been replaced by thick woolies and snowboots, but Machievelli's point, about the value of wisdom based on

the experience of life itself, remains valid., if not presently widely recognized.

Elder citizens need the opportunity for intellectual stimulation. A ninety-four year old resident of a nursing home confided in me that she had nothing left in life but to wait for death. She felt that she was being lulled into a non-thinking gentle anaesthetized state of mind. She explained, "it's almost like freezing to death -ultimately the aches and pains disappear and a euphoric numbness takes over - pretty soon the system shuts down and it's finally over."

Well - it isn't over and Sir Sandford Fleming College in Peterborough is determined to do something about it ! Seniors the world over will tell you that "as far as the mind is concerned, if you don't use it - you lose it !" Fleming College believes that elder citizens must be given the opportunity to get involved, to think and to be a contributing member of society. It does not matter what depth, degree or complexity that contribution is. What matters most is that the effort is made, the recognition is given and the elder citizen is accepted as a thinking member of society with a right to be involved.

Courses offered to the elder community through Hospitals, Nursing Homes, Homes for the Aged and Retirement Homes in cooperation with those institutions is a basic human need that Community Colleges must accept as part of their mandate.

Sir Sandford Fleming College has set up such an elder citizens service, offering post-secondary credit courses in designated centers: a hospital, two nursing homes, two homes for the aged and a retirement lodge.

Sir Sandford feels that its responsibility as a community college must take the form of a pro-active course of action. Fleming recognizes the need for elder citizens to have the opportunity for intellectual stimulation. Seniors able to "get out and around" have many courses available to them through the college, Peterborough County Board of Education, and Trent University. Passive seniors presently have very little. This program is the first step to alleviate that void.

In the first two semesters of the program, the courses "Film and Society 1180010 & 1180011" were offered to more than

thirty-five students at three centers. The second year saw an expansion of the program to over sixty-five students at six centers.

Each center is visited for a period of three hours each week. A typical week at any center might take the following pattern.

The students are reminded by the institution staff of the class start time and assemble in the designated classroom, hall or auditorium. In many cases, non-ambulatory students need the assistance of staff or volunteers to get to the right place at the right time.

Because classes vary in size between 5 and 17 it is important to allow action to remain as flexible as possible. It sometimes takes a few more minutes to organize 10 or 12 wheelchairs in a classroom that was not necessarily built with these students in mind.

The first portion of the class is taken up by an in-depth review of the content covered the previous week. This is a necessary procedure in order to re-orient the students and their memories to the topic at hand. Once the content position is re-established, the period then continues to elaborate on the subject chosen for discussion. Individual contribution is invited and the instructor acts as facilitator to ensure that the discussion stays on track and no student monopolizes the conversation.

For most programs, the class time is divided so that group participation is limited to an hour and a half or less. The mind can only absorb what the body is able to endure and physical change raises its needs within about ninety minutes.

Seminar discussion within the larger group is often appropriate at this point with seminar leaders being chosen or volunteered to lead a short discourse on one area of interest or another.

It is at this point that students begin movement back to their respective rooms and the next portion of the course. It was felt from the very beginning of the project that individual personal contact was very important. An opportunity to sit down with each student and have some one-on-one dialogue and discussion has proved to be a necessary and vital part of the weekly

program.

Only a few minutes are spent with each student talking about the class that day or any other topic that may arise, but in some cases those few minutes are the only ones that individual might have as contact outside the institution. Many comments by the elder students confirm this short time as being both worthwhile and reassuring.

It sometimes means that more than the recognized three hour period is spent within the institution but it is extra time most gladly spent. Never has such little time spent meant so much to these elder citizens.

The whole question of evaluation must be considered from a different point of view. In many cases students are not physically able to write essays or exams as we most often perceive them in the regular college programs. Evaluation becomes a very personal and often diverse requirement. In many cases, the assignment takes the form of personal reminiscences shared with the whole class or just the teacher. In the college proper, a student is required to research historical events, whereas in classes with elder citizens, personal experiences are always more valuable because they are shared in a first-person situation. These people are their own research -- they recall. It doesn't make sense to penalize them because they don't learn in the classic sense as approved by today's society.

Lansing Community College

CENTER FOR AGING EDUCATION
Room 207, Old Central Building
419 North Capitol Avenue
Lansing, MI 48901-7210 Visited May 1989

517-483-1179

Program Director - Ellen Sullivan

Lansing Community College, with a student population of over 23,000, is the 6th largest single-campus community college in the United States. L.C.C. services a 30 mile radius covering six counties. The campus is located in downtown Lansing and covers seven city blocks. The college is well designed, beautifully landscaped and aesthetically pleasing to the eye. My first impression was that of a model college in an ideal location.

The Center for Aging Education is described in the 1988-89 Student's Guidebook as offering the following services:

"Academic advising for Gerontology Certificate and Gerontology option within the Associate Degree in Human Services, courses and seminars in gerontology, later life planning / retirement preparation and aging education issues, tuition awards(senior adults), career information in gerontology. Sponsors Older,Wiser Learners group for college and community members, and the Gerontology Club."

The O.W.L.S. are formally recognized by college staff, faculty, administration, and students in many different ways. As an example of this, the student government holds its banquet at the end of each year; the OWLS are recognized for their participation and contribution to academic life. The group has both a college and community focus; it is able to encourage interest and enthusiasm in its membership to participate in regular college courses, more specialized seminars, and involved activities on a peer level.
A brochure is published four times each year :Jan-Mar, Apr-Jun, Jul-Aug, Sep-Dec. Current seminars are advertised in the areas

of: Gerontology Continuing Education
Practical Learning About Aging
Later Life Planning
Individual Development

Each of these areas caters to a specific clientele but a generous spillover is observed during the actual seminars.

In 1985, the Michigan Mental Health and Aging Education Consortium was formed and housed at L.C.C..It is funded by the Michigan State Department of Mental Health and serves "the mental health and aging needs of staff members working with community mental health boards and the statewide network of aging service organizations." With a mailing list of over 1,000 the consortium is being recognized by an ever expanding circle of service workers as the authority and disseminator of its field.

The fee structure for courses is basically the same as that for the rest of the college-wide courses, with consideration being given to structured levels: Resident, Non resident, Out of state, International. There is state funding for all college credit courses based on three levels: Highest--Health -related
Mid Vocational education
Lowest---General academic

The four sources for funding are:

1. State --approx. 40%
2. Tuition --about 25-32%
3. Some income from grants and contracts
4. Remainder generated from property taxes.

Program Director Ellen Sullivan was asked if she felt that their program was successful because of the support that the Department of Gerontology was giving to the other Seniors Projects: she replied that it was indeed the opposite way around. The Department was a logical extension of the Project because of the tremendous reception the Project initially received.

Lansing Community College was an ideal first stop for the sabbatical year. I am indebted to Ellen Sullivan, Martha Fitzgerald,Gloria Bouterse and the other members of the Center For Aging Education staff who were so kind, generous and helpful to me.

CUYAHOGA COMMUNITY COLLEGE

SENIOR ADULT EDUCATION PROGRAM
4250 Richmond Road
Cleveland, OH 44122 Visited August 1989

216-987-6000

Program Director - Iris Whittington-Gold

Cuyahoga Community College is the largest community college in Cleveland with three campuses serving over 40,000 students each year. With a metropolitan population of almost 600,000, the college also draws enrolment from as many as ten surrounding counties . The Senior Adult Education Program has its main offices at the Eastern Campus, a beautifully landscaped complex built with an inovative 'mall' design.

The fourteen page, 1989 Fall-Winter catalogue describes itself in the following words:

> The Cuyahoga Community College Senior Adult Education Program is in its 15th year of providing educational services for older adults of Cuyahoga County. Developed on the premise that lifelong learning continues through the retirement years, the program provides a comprehensive range of educational services which include seminars, workshops, and special events; courses in the humanities, social, behavioral, and biological sciences; and courses on a variety of special interest topics related to health and well-being in the later years. The program is open to persons 55 and over.
> Held on the three College campuses, as well as through a county-wide network of community-based sites, the program serves in excess of 1,000 students each quarter. All classes run for eight week periods within the Fall/Winter/Spring sequence.

COMMUNITY-BASED PROGRAM

The Community-Based Program brings the Cuyahoga Community College experience into as many as 40 locations throughout the County where older persons reside or meet. Held in cooperation with offices on aging, Title 3 nutrition sites, community and senior centers and residences, the program provides localized educational opportunities for those who are confronted with transportation problems.

ELDERS' CAMPUS

The Elders' Campus, a daylong, weekly program held on the Eastern, Metropolitan and Western campuses, is fast becoming the #1 choice for many of the County's retired persons. Older adults play an integral part in the planning and implementation of the program, from the Advisory team to the more than 60 Emeriti faculty who bring a wealth of experience and expertise to the classroom each week.

SPECIAL PROGRAMS

Each Quarter, a variety of special programs is offered in response to community needs and special requests. These programs, scheduled on the three C.C.C. campuses as well as in community locations, are sponsored by the College and, in some cases, are held in cooperation with agencies and organizations in the greater Cleveland area.

The more than 90 courses offered through the Elders' Campus schedule or the Community-Based Site program read like the offerings of any good-sized General Arts and Sciences college or university in North America. They run the gamut from Fine Arts programs such as Music, Dance, Art Appreciation, Sculpture, Drawing, Painting, and Photography to the Humanities and Social Sciences such as Philosophy, Psychology, Sociology, Civics and Current Affairs. Literature, Languages and American and World History and Geography also have multiple listings. Astronomy and Agriculture are listed along with Medicine, Genetics, Genealogy, Economics and Business Administration.

The Elders' Campus program allows a student to take a variety of from 1 to 6 courses each day, the normal full-time student load being 5. However, such is the enthusiasm and energy of some Seniors that they eat their lunches between classes and take a 6th class during their scheduled lunch hour.

Some of the smaller Community-Based sites offer one class per week where some larger sites hold up to four courses per week. Retirement Homes, Seniors' Centers and Community Halls are all utilized to their fullest potentials.

The three campuses of Cuyahoga C.C. are kept open and busy on weekends with Special Programs offerings in classes, seminars and workshops on a wide variety of topics such as, Dance , Computers , Income Tax Preparation , Drug Legalization ,and Ethnic Foods and Culture.

Project Handclasp is introduced as " an intergenerational, live-in, weekend program bringing area College students and older adults together for a learning experience that includes lectures, discussions, recreation, relaxation, sharing and fun." The weekend is held in a beautiful complex called Hiram House Camp. Many young people and seniors alike are deeply touched with the relationships and understanding formed from that weekend.

Celebration is a one day event that has been part of the Seniors' Program for many years. Seniors and other interested individuals are invited to the campus to participate in a day of classes, courses, seminars and discussions. The program has been very successful with last year's numbers exceeding 300 participants.

Cuyahoga Community College has been fortunate in having such a leader as Iris Whittington-Gold. Her dedication and efforts have caused Cuyahoga to become a major resource to others following in this field. It is reassuring to know that the college administration has pledged its continuing support and funding to insure its future success.

CENTENARY COLLEGE

SENIOR ADULT EDUCATION
Hamilton Hall
2911 Centenary Boulevard
P.O. Box 41188, Shreveport
Louisiana, 71134-1188

Visited September 1989

318-869-5115

Program Director - Kay Lee

Centenary College is located in Shreveport on the west bank of the Red River in the northwestern corner of Louisiana. This part of the country is known as the Ark-La-Tex Region and metropolitan Shreveport has a population of over 300,000.

The campus is located within two miles of downtown Shreveport on 65 acres of beautifully landscaped grounds covered with roses, shrubs and trees. This setting acts as the perfect background for the stately Georgian architecture of the campus academic buildings and facilities.

The Centenary Program of Continuing Education for Senior Adults started as a joint program of the Caddo Council on Aging and Centenary College in the Fall of 1972. By July of 1976 the program was totally sponsored and administered by Centenary College.

Program Director Kay Lee offered some background to the program through a number of handouts written over the past few years and quoted as follows :

> The Program offers short courses designed for area residents who are sixty years of age or older. The non-credit courses are free of charge and are taught by area professionals, college professors, and fellow senior adults, all of whom volunteer their time to the program. There are two sessions held each year - in the Fall and Spring. The classes meet, in most cases , for one hour a

week during a six week period each semester.

The program is open to those aged sixty and over, and their husbands and wives. In addition, persons of any age who provide transportation to class for senior adults are invited to attend classes.

The program has an advisory board with its members being appointed by the sponsoring organizations. This board functions strictly in an advisory capacity although most of their recommendations are acted upon. The members also act as liaisons for their host groups, thereby insuring excellent communication links with the community.

The College and several churches and foundations have sponsored the program for more than ten years. In 1988 each participant was charged a registration fee of $ 10.00 , and in return received a student card with all its benefits : campus access to the cafeteria and library, etc.

Elderhostel is a new direction that the program will be taking in the Spring of 1990, with the participants being offered accommodation in R V parks, hotels and the college dormitories. For three weeks in May, seniors from across the continent will be offered a variety of 7 1/2 hour courses with the only proviso being that they take at least three courses.

Centenary College has no nightschool or continuing education program. This makes their seniors program even more laudable. Being a private school, there is no government assistance or funding ; it survives on private endowment only. The exception to this would be grants for specific programs such as the Bicentennial Project.

The College President and Dean have made a firm commitment to the program. It does not owe its continued existence to any one person's participation. This is the enviable position that many programs across the continent wish they had.

UNIVERSITY OF NORTH TEXAS

CENTER FOR STUDIES IN AGING
School of Community Service
Oak Street Hall
P.O.Box 13438 , Denton
Texas , 76203-3438

Visited September 1989

817-869-5115

Director - Thomas J. Fairchild , Ph.D.

The University of North Texas chose Denton, about 30 miles north of Dallas-Fort Worth , as its home in 1890. With over 100,000 graduates since its founding, it is considered to be one of the fastest growing national research universities in the Southwest. The University of North Texas comprises more than 75 buildings on over 400 acres of land. With 128 graduate and undergraduate majors available to its almost 25,000 students, it is easy to understand why one quarter of the student body are graduate students.

The Center for Studies in Aging is , in fact , the oldest graduate program in gerontology in the United States. Over the past 22 years The Center has been involved in a variety of innovative education in-service and research projects. U N T also has the largest film collection in the area of gerontology in North America.

The Graduate Catalog describes The Center for Studies in Aging in the following manner:

> ...offers a professional program leading to the master's degree with a major in studies in aging. The primary objective of this degree is to provide preparation for practitioners in the field of aging. This program prepares students to be administrators of retirement and long-term care facilities, home health care agencies and therapeutic day care centers, and to participate in

the planning , coordination and administration of public and private programs in aging.
.... University library holdings in gerontology are extensive as a result of systematic acquisitions beginning in the early 1960's. In addition, the nationally recognized Gerontological Film Collection, available through the Media Library, holds more than 400 titles.
....at the Center, research is concerned with various social, psychological and policy aspects of aging.

The G A P Program (Gerontology Assessment and Planning) started at UNT more than two years ago and has met with an excellent measure of success. The student body is the key to its continued success; there is a seven month paid internship required for student graduates. Students are afforded the opportunity to interact directly with older persons and their family members. This internship goes for credit toward their degree but does not yet count for state licensing. Students are also involved by the university in Elderhostel and volunteer activities throughout the community.

Students in the field work very closely with two fulltime Field Placement Directors. Their involvement with the aged gradually increases throghout their term of studies, moving from home care through retirement communities to nursing homes and hospitals.

Student responsibility is demonstrated constantly by their continued activity in case management and assessment. Alumni are often invited back to share their experiences and update the academic philosophy. The university has demonstrated its willingness to listen to both its faculty and student body; thus attaining an enviable position among academic institutions of higher learning.

Dr. Fairchild and his department have worked long and hard to promote this attitude and have succeeded in their endeavors.

Central Washington University

Extended University Programs
Barge Hall
Ellensburg, WA 98926 Visited October 1989

509-963-1501

Dean - Carol Barnes

Central Washington University was founded in Ellensberg, a town of about 14,000 in 1890. The town is situated on the eastern side of the Cascade Mountains about a hundred miles east of Seattle. Nestled in the Kittitas Valley , this rural community hosts Central Washington University as it offers its post-secondary facilities to about 14 of the surrounding counties in the Central Washington area.

Central is a residential university with all of its first and second year students who are single and under 21 being required to live on campus. C W U is one of six state-supported institutions in Washington and offers both undergraduate and graduate degrees in a broad spectrum of programs. The Gerontology Department offers a B.Sc. degree that includes both theoretical and practical components. Students are required to serve an internship in a senior's facility or out in the community in order to complete the academic requirements.

According to Dr. Barnes , the decision by the American Medical Association in 1988 to approve Geriatric Medecine Certification on a national scale will have some very positive applications once they have filtered through to the social service organizations.

By far , the most successful seniors activity at C W U is The Senior Ventures Program ,based on the model that originated at Southern Oregon State College in Ashland, Oregon. Senior Ventures has been operating at Ellensburg for the past several years.
Ellensburg in the summer offers a pleasant climate with warm days and cool nights. Its 1500 foot altitude lends itself to average high temperatures below the mid-eighties, a welcome bonus for students at summer school.

Central Western's residential setting lends itself to this "Elderhostel-with-a-Northwestern-flavor" style of travel, learning and adventure. Ready to accomodate more than 2,000 students, the 17 separate on-campus facilities become the ideal setting for active seniors during their stay. The meals are superb and quite the topic of positive comment. Any time you hear regular fulltime students singing the praises of the cafeteria, be prepared for something well above the national norm.

Three sessions are planned for each summer ; they cover one two-week and two four-week sections running from the middle of June to the beginning of September. They are so popular and reasonably priced that many seniors choose to attend all three sessions for the full ten weeks.

Institutions interested in finding out more about the Senior Ventures Program should contact Southern Oregon State College.

University of Washington

Northwest Geriatric Education Center
1910 Fairview Avenue East
Seattle, WA 98195 Visited October 1989

206-545-7478

Deputy Director - Joyce Prothero , Ph.D.

The focus of the two University of Washington programs- The Institute On Aging , and The Northwest Geriatric Education Center are directed toward the health professional and only at a basic resource-support level toward the older adult. According to Dr. Prothero, most of the elder adult programming in the Seattle area is originated by community colleges and senior centers.

Since 1977, the Institute on Aging has acted as a coordinating body for the multitude of issues involving elder citizens within the area served by the University of Washington. Policy , research and education are encouraged and promoted for training in gerontology at the University of Washington. The University has continually offered courses and programs for professionals and others from a wide variety of regional agencies and institutions that serve the elderly.

The Northwest Geriatric Education Center describes in its Program Overview: " its primary objective is to provide state-of-the-art interdisciplinary training in geriatrics to health professionals. Program options and offerings include individualized Traineeships, access to academic courses, week-long conferences, one-day workshops and videoscreenings. NWGEC also co-sponsors with federal, state, local agencies, and professional organizations a variety of short educational programs which provide updated geriatric information to a regional audience of faculty and practitioners. "

NWGEC has extended its mandate to outreach programs at many rural sites in the district. University of Washington has maintained its leadership in the field of gerontology by diversifying its offerings through NWGEC into other areas of training activities ranging from series of monthly breakfast forums to half-day workshops and day-long conferences on a

single theme or issue in geriatrics.

The Lifetime Learning Center in the heart of Seattle has been operating for over 14 years. It is one of the very few private, independant, non-profit organizations successfully functioning on this continent to the full extent of its diversity.

For the past 5 years, Dr. Clyde Fisher has acted as its Director and major sparkplug. The Center's fundraising program could be used as an example of efficiency and thoroughness.The center operates in facilities that were formerly used as a Roman Catholic elementary school. These facilities have been donated for their use with their only financial responsibility being the paying for the utilities.

With an operating budget of just over $ 31,000. , an excess of 400 students and 45 courses taught each quarter, it is a marvel of economics to see how successfully this center operates. Tuition and fees contribute 60 % of operating costs, while the other 40 % is raised through raffles, dinners and appeals. The local business and social community is canvassed in an annual appeal for donations and small grants. Stores and businesses often donate such things as:

Sponsorship of a class
Assistance in printing brochures
Surplus equipment, tables,chairs
Paper for the copy machines

Some local banks encourage their senior patrons by assisting them in paying their fees. It is involvement and commitment such as this that encourages the community to take a more active role.

California State University : Chico

Center for Regional and Continuing Education
Chico, CA 95929-0250

Visited November, 1989

916-895-6105

Dean - Ralph F. Meuter-

Chico is a community of 77,000 in the Sacramento Valley about 175 miles northeast of San Francisco. The city describes itself as a lush vacationland of lakes, streams and green parks with easy access to the winter Sierra Nevada ski lifts and cross-country trails. There are a multitude of programs and facilities for recreation and entertainment including theatrical presentations , symphony series and outdoor summer concerts.

California State University : Chico covers 130 acres in downtown Chico and serves a student community of 14,000 with a faculty of almost 1,000 and a staff of over 700.

In order to place CSU:C in a statewide perspective it should be noted that the CSU system comprises 19 institutions with a total of 315,000 students and 18,000 faculty. A 1984 survey ranked Chico 5th among the 19 campuses for teaching and management , 1st in innovation and 4th in overall excellence.

California's HIGHER EDUCATION Magazine ranked CSU:C first in innovation because " respondents repeatedly cited the university's instructional television program that serves rural communities throughout northeastern California, its continuing education program and external degree program and computerized library. CSU:C has carried this excellence in innovation to its elder citizens.

In its brochure describing educational opportunities for older adults, CSU:C offers a number of attractive alternatives . "Eldercollege is open to persons aged 60 and older. Senior students may take the regular semester courses offered at the University on a space-available, no-credit basis. Eldercollege is a recognized branch of the Resident Extension (REX) program that is meeting with tremendous success.

The 60 + Fee Waiver program allows seniors 60 and older to take classes at CSU:C for credit. If one is eligible for admission at either the undergraduate or graduate level, then he or she may apply and qualify for a 'fee waiver' and take as many classes as can be managed for only $ 5.00 per semester.

There are a host of other opportunities described such as the International Forum, the Anthropology Forum, a Distinguished Visiting Professors/Lecturers program, the University Performing Arts and the Public Events Entertainment programs. Elderhostel Inc. also offers one week programs at different times on campus.

In addition to the above-mentioned offerings, the University is the designated headquarters for the Area Agency on Aging for a multi-county region in Northern California. Previous to the 1980's, CSU had an informational role to play in the California Department on Aging, then CSU:Chico applied for and became the only university area agency in the state. This affiliation has caused some exciting opportunities to open up in the form of internships in many appropriate academic departments.

Many people in California look at Chico as the perfect example of a city that does not meet the West Coast criteria : no ocean, no surf, not near an earthquake fault, no Santa Anna winds and subsequent whirlwind fires, above the Sacramento River floodplain and thus no floods. It is very hot in the summer and usually cooler and wetter than other cool and wet areas in the state.

The city of Chico and CSU:Chico are like the proverbial bumblebee that has been told it can't fly. Nowhere else have I felt such an overall pervasive atmosphere of optimism. The city and university published a brochure in the mid 80's that I quote from here :

> There is something else here because Chico , California, is something else !.....Chico is a place where people ...employers and employees alike...like to live !
> It is a place where, in order to remain, distinguished scholars reject appointments at more prestigious universities, and successful bankers and executives with national firms pass up promotions that would mean a transfer.

University of San Francisco

Fromm Institute
University Center Building
2130 Fulton Street, Room 538
San Francisco, CA 94117-1080

Visited November, 1989

415-666-6805

Program Director - Mr. Robert Fordham

The University of San Francisco is a Catholic and Jesuit private university. It was established as San Francisco's first institution of post-secondary education in 1855. Its 1989-90 Catalogue of Admissions contains on page 1, a mission statement and a list of 18 goals and convictions that would speak most highly of any university the world over.

> A University is a community of men and women in search of truth. Because this search moves within a universe of beliefs, the University of San Francisco wishes to express its beliefs clearly so that all those who come here to teach and to learn may know what manner of community they join.

The Enrichment Programs listed in the catalogue include The Center for the Pacific Rim, The Upward Bound Program and The Fromm Institute For lifelong Learning.

The Center for the Pacific Rim is described as a multi-disciplinary umbrella organization that assists the University with the " development of curricula, academic exchanges, conferences and lectures, and research opportunities related to the Asian Pacific area."

The federally-funded Upward Bound program assists high school students who are financially disadvantaged.

The Fromm Institute for Lifelong Learning is most aptly described in the following manner as :

> a university within a university, offering daytime liberal arts courses for retired adults over 50 years

of age. Founded by Alfred and Hanna Fromm in 1976, the Institute offers intellectual stimulation and introduces its members to a wide range of learning opportunities with full access to the facilities and services of USF.

The Institute has a firm commitment to learning and believes that older students should be able to learn within a peer setting and be taught by professors of their own age (professors emeriti).

The Institute presents eight-week, non-credit academic courses three times each year. Courses span such areas as psychology, literature , philosophy, science, economics, history, art, music, and creative writing.

Self-governance gives the Fromm Institute a unique identity at USF while remaining an integral part of the campus life. Institute directors, administrators, faculty, and students set their own pace and are accountable only to themselves. Students do, however, take part in other campus activities. The Institute has a student council with a president and vice-president who handle students' concerns and communications and plan special visits and field trips.

In 1982 USF published a 54 page book, The Fromm Institute For Lifelong Learning : A Guide and a Model. The handbook was created to answer questions and share the planning and advisement that caused the Institute to succeed as well as it has.

While the Institute relies heavily on community-based financial support, it would become an almost impossible task to overcome if it weren't for the unremitting efforts of Hanna and Alfred Fromm. Theirs was the original dream; it was through their persistance and dedication that the original conception became a reality. USF is to be congratulated for its foresight and support in nurturing the Institute to its continued success.

Saddleback College

Emeritus Institute
Continuing Education and Community Services
28000 Marguerite Parkway
Mission Viejo , CA 92692 Visited November 1989

714-582-4720

Dean - Kathie O'C. Hodge

Mission Viejo, California is the home of Saddleback Community College. Nestled in the hills above San Juan Capistrano, the college has a student population of over 20,000. Saddleback has been recognized across the continent for its variety and excellence of programs. The College provides post-secondary opportunities to more than half a million residents of South Orange County. In operation since 1968, Saddleback is a relatively new institution, however, the College has turned this to its advantage by maintaining state-of-the-art programs in its broad spectrum of educational, career-oriented and personal-growth disciplines.

Emeritus Institute is the name given to a comprehensive and dynamic program designed to provide courses of intellectual interest and value aimed primarily at the mature and older adult. The program is designed to be flexible and open, allowing the older student to chose the most appropriate program on an individual basis.

One of the main reasons that Emeritus flourishes is found in the Saddleback mission statement : . ." to provide a postsecondary education of high quality for members of the community who seek and may benefit from such an education. " It is this genuine and honest openness that allows the college to truly call itself a community facility.

In maintaining its community responsibility, Emeritus offers courses in 30 off-campus locations convenient to the area elder citizens.

Courses are offered in two modes : Credit and Non-credit. Of the more than 400 courses offered through the Emeritus

Institute, there is an almost equal division between Credit and Non-credit. As the1989-1990 Catalogue of Courses outlines:

1. Credit Courses : These courses are included in the 300 numbering series. The courses are listed in the Saddleback College schedule of classes each semester under the heading of Emeritus Institute. These courses are designed to meet the academic and critical thinking challenges of each discipline. Disciplines include English Literature, Foreign Language, Creative Writing, Political Science, History, Theater, Health and Accounting. .....
2. Non-credit courses : . . . . . These courses are dynamic activity courses in which older adults acquire knowledge and skills related to specific disciplines including Physical Education, Art, Music, Photography, Auto, Clothing and Textiles and Life Development.

Sadddleback College describes its active and passive Emeritus students as active and frail. Non-credit courses are those most often taken by the frail students in the hospitals, nursing homes, convalescent centers, geriatric institutions and seniors residences. The courses are of college level but are accomplished on an auditing basis.

State funding is based on 1/2 F T E (Full Time Equivalent) rate for Non-credit courses and F T E for Credit courses. California is well aware of its responsibility toward its elder population and encourages the opportunities for intellectual stimulation.

Leisure World of Laguna Hills is an active retirement community with a population in excess of 21,000 . Its advertising brochure describes the wealth of activities offered, with 192 clubs and organizations that meet in recreation facilities valued at over 25 million dollars. The brochure goes on to describe the 150 classes in Leisure World sponsored by Saddleback Community College in both the Spring and Fall. These courses are by no means closed to the general senior public - the site is open to others by means of bus and security gate passes available to all potential students.

Brazosport College

Senior Citizens Program
Continuing Education Department
500 College Drive
Lake Jackson, TX 77566 Visited January 1990

409-265-6131

Dean - Grant A. Morrison, Ed. D.

Lake Jackson is located about 50 miles south and west of Houston. It is one of nine cities situated near the mouth of the Brazos River that forms the community of Brazosport. Each city within the community is separate but joined by a similar outlook and destiny.

The Brazosport area hosts its own variety of recreational, industrial, commercial fishing and deep-water seaport enterprises. The area includes the 11,000 acre Brazoria and the 24,000 acre San Bernard National Wildlife Refuges. Located on the Gulf Intracoastal Waterway, the area contains many beaches and state recreation locations.

Brazosport College has continued to grow, since its opening in 1968, to its present enrollment of more than 4,000 fulltime students. The college's 156 acre campus contains more than 350,000 square feet of classrooms, laboratories and related facilities that offer post-secondary education and training in three specific areas:Academic Courses, Occupational-Technical Programs, and Continuing & Adult Education. The Small Business Development Center is an outreach program in much the same way as the Adult Life and Learning Program (ALLP).

In the school year 1988 - 1989 a total of 1278 senior citizens attended the ALLP activities on campus. Members participated in such activities as field trips , guest lecture series , one-day seminars and presentations, and continuing education classes.

An ALLP newsletter is sent out on a regular basis. The newsletter is well planned and designed so that it may be easily posted on a member's wall and includes a current calendar with special dates and notices posted in an easy-to-read manner. A third of the reverse side is designed for college description and

program enrollment while another third is devoted to the recognition of instructors.

ALLP describes itself as " an educational and cultural enrichment program with activities scheduled for each first and third Thursday of the month from September through May. .... Tuition in the amount of $ 15.00 per semester is payable . . . or provided by scholarship funds where applicable. " The Board of Governors established a funding program that is geared to local income levels and insures that the ALLP is accessible to every senior citizen in the community.

The programs are designed to be informative, recreational, and entertaining. Volunteer instructors are recruited from both the college and the community. Because Dow Chemical is the major employer in the community, many of the Dow retirees are very capable of becoming volunteers. Much is made of volunteerism; each year awards are presented and a volunteer recognition day is held. Publicity and public relations were among the highest observed at any institution visited. Dow , AARP , and local churches all act in close co-operation as positive liaisons for the program.

The local chapters of the Rotary Club International are very active sponsors and fundraisers. The college Past Presidents Funding Program also lends its assistance toward the funding objectives.

Dean Morrison described the Adult Life and Learning Program in glowing terms " Seniors are one of our best opportunities for public relations - Their voices speak positively for our College and our Community . "

Pensacola Junior College

P J C Seniors Club
100 College Boulevard
Pensacola, FL 32504-8998

Visited February 1990

904-456-0480

Consultant - Dr. D. G. Tamburello

The city of Pensacola is situated less than 10 miles from the Alabama border on the Gulf of Mexico. Since its founding more than 400 years ago, this most westerly city of the Florida panhandle has been a mecca of warmth and hospitality to any northern travellers. The clear green and blue waters of the Gulf of Mexico are the reasons that this section of Florida is known as The Emerald Coast.

Pensacola has its share of business and industry, however, the beautiful white sand beaches of Santa Rosa Sound and the surf and rolling dunes of the Gulf make an ideal playground recreation activities from swimming to fishing.

Pensacola Junior College first opened its doors to students in September of 1948 and has steadily grown to the point where its enrollment is presently in excess of 16,000 students per semester. The campus facilities are superb and include ; one of the finest art galleries in the area ; a planetarium ; a large physical education complex, including a swimming pool and track ; and the studios of W S R E Channel 23 television, the area's public broadcasting station, which is owned and operated by Pensacola Junior College.

The P J C Seniors Club would be best described in Dr. Tamburello's words:

> . . . . . third age life expectancy advances require that these last years become truly fruitful, interesting, and productive. With those thoughts in mind, in 1980, with the support of Dr. H.E. Hartsell, the president of Pensacola Junior College, a program was started to develop a P J C Seniors Club which would form the core of

those who would attend courses and programs offered by the College.

Initially, several staff members interested in senior citizen needs and I developed some special programs to attract seniors to the college campus and to make them feel comfortable. After a period of three years, a formal organization called the "P J C Seniors Club" was formed with a constitution, by-laws, and a directory of officers. It is probably the largest Student Government activity in U. S. colleges with 1050+ members.

The club meets once a month at P J C . Time for socialization is provided prior to the start of the program which usually lasts one hour. News of the program is described in the monthly newsletter. During the year, spring and fall picnics, dinners and a Christmas dinner are also scheduled.

Within the club sub-clubs have been organized: tennis, photography, bridge, walking, travel, square and ballroom dancing. These groups use college facilities.

Membership in the club provides members special privileges at cultural and sports events and in the use of the swimming pool.

The real mission for starting the Seniors Club was to increase educational, social, and recreational opportunities for the senior citizens. The club serves as an information medium to the group and guarantees role models for non-senior members relative to enrollment in courses.

The P J C policy is to provide credit courses at no cost on a space available basis. All local residents 60 years of age or older qualify for enrollment in credit courses at P J C at no cost. Last year (1987-88) over 1300 persons 60 or over enrolled in credit courses. Regulations require that non-credit courses charge a nominal fee up to $15.

The advantage to join the P J C Seniors Club for the seniors is rather obvious. The close relationship between 1050+ P J C Seniors and Pensacola Junior College provides P J C with community support in meeting its educational facility needs, from a segment of the population that has distanced itself from education by virtue of their age and by virtue that previous educational needs of their children were met years ago. Their intimacy with the College may even provide substantial donations and gifts to the College.

Dr. Tamburello's equation for life is " L L L = L L L "

Life Long Learning equals Life Long Living

Palm Beach Community College

Institute of New Dimensions
Continuing Education Building
4200 Congress Avenue
Lake Worth, FL 33461 Visited March 1990

407-439-8180

Executive Director - Theodore B. Kremsky

Palm Beach Community College began its life as Palm Beach Junior College in 1933. As Palm Beach County continued to grow, expand and flourish, so did the College. Finally the name was changed in 1988 to reflect the broader scope of College programs and services offered.

The Institute of New Dimensions describes itselfas " a unique experiment in adult education, an autonomous project sponsored by Palm Beach Community College, Division of Continuing Education. "

> It was conceived and founded by Dr. Etta Ress in 1975 as a practical program which would bring to the classroom the accumulated expertise of retired professionals and older adults intent on continuing their education on a college level.
> The men and women who attend the classes have a hunger for learning, an indifference to the aging process, and a strong desire to keep abreast of developments during these rapidly changing times.
> Just as there is no age limit to learning, there are no formal requirements for attending class, except a curiosity about the world in which we live and an ongoing desire to to learn more about its promises and potentialities.
> The distinctive feature of the Institute is that its faculty of retired professionals donate their services. The lecturers are drawn from some 30 colleges and

universities in the United States, Canada and Europe. Many have been leaders in business and the professions.

The Institute of New Dimensions is a not-for-prifit organization whose major purpose is to provide educational and cultural enrichment for the community.

Classes are held at three campuses four afternoons a week, from late October to mid-April.

Each month starts a new semester, since courses are of four sessions' duration.

There are at least 50 courses and as many additional single lectures to choose from during the season.

A modest membership fee permits attendance at all sessions. Non-members are welcome on a space-available basis for an admission charge.

The Institute operates as a kind of cooperative, wherein the faculty donate their services and a corps of volunteers assist with various activities.

The Institute is administered by a director and a support staff. A Board of Directors sets policy and provides stewardship of the Institute's program.

Palm Beach Community College provides space at no cost for meeting-rooms and offices, together with the use of audio-visual aids and other amenities. The College contributes a small grant from the Florida Community Instructional Sertvices Fund each year.

Membership fees and other fund-raising activities help to meet the annual operating budget.

The Institute is in need of and welcomes additional funding to carry forward its growth and development. Individual donations, grants and endowments are tax-deductible.

A New Dimensions student summed up the entire philosophy of the program when she shared the following feelings with her

fellow students:

Last year I was old. I thought old, I looked old, my children treated me old. I waited around allowing dull days to drift into duller ones to fulfill the prophecy that old persons can do little and want to do even less. And then I heard about New Dimensions . . .

I shall never forget the trepidation - almost terror - I felt when I just thought about investigating the program. Finally I registered. I met other students listening and learning and it was fun. The faculty members may not know what wonderful therapists they are - but I do. This year, although I am older, I am no longer old. I am so delighted, so encouraged, so very, very grateful for my New Dimensions.

Westchester Community College

Mainstream
The Retirement Institute
Room 131, Academic Arts Building
75 Grasslands Road
Valhalla, NY 10595 Visited April, 1990

914-285-6793

Director of Education - Dr. Reva Greenberg Ed.D.

Westchester Community College is located a few miles east of the Hudson River and less than 50 miles north of New York City. The College is situated on 218 acres of beautiful rolling, wooded hills within the city of Valhalla.

W C C proclaims itself to be truly the community's college, and from what was observed, that claim was substantiated. Even on weekends the campus is a hive of activity with every imaginable non-credit and credit course being offered. Sports and recreational activities abound. Students from high school age through well beyond retirement are everywhere.

Mainstream, The Retirement Institute of Westchester Community College is an active , viable and enthusiastic program vehicle for all of Westchester County.

Its Fall brochure announces:

> MAINSTREAM COMES TO YOUR GROUP !
>
> Mainstream courses are customized to address the educational needs of specific Westchester County older adult populations. Community-based courses have been taught at more than 50 settings that include senior/community centers, churches, hospitals, retirement communities, nursing homes and libraries. Contact Mainstream at 285-6793 to have courses tailored to your group's interests.

Marilyn Brimberg and Linda Gilberto described the program as active and enthusiastic. The greatest community need seemed to be aimed mainly at the enrichment courses able to be

presented wherever older adults congregated. They said that the institute offered at least one course each semester in a convalescent or hospital setting.

Local employers have been facing shortages of qualified workers to fill customer service positions. W C C 's Mainstream, this year began a new series of training programs designed to bring older adults and displaced homemakers into this labor pool.

> Mainstream, the retirement institute of Westchester Community College has offered innovative, high quality educational programs for older adults for the past six years. Currently approximately 6,000 people take over 200 courses each year on campus and at various community outreach locations. . . . .
> Last year Mainstream was recognized as one of New York State's outstanding vocational education programs.

Westchester Community College is one of the unique centers for education that has become aware of the special needs of the older adults in the community and has accepted its responsibility in a most active and positive manner to fulfill its moral and social commitment.

APPENDIX A

PROPOSAL FOR SABBATICAL

SUBMITTED BY DAVID FRASER

With at least six years remaining until my retirement,I can see the value of requesting a sabbatical leave for the year 1989-90. I would still have several years at the college where I would share information on my return.Many departments would benefit from this personal liaison and research .

It will be an opportunity for Sir Sandford Fleming to gain a wealth of information pertinent to the continuously expanding market in Community Education For Special Populations .

FOCUS

There are special groups in the community who are currently not being served to their fullest potential by any post-secondary educational institution . This is an opportunity for Fleming to become the leader in offering education to these groups .
This is the aim of Community Education for Special Populations.

There are two main groups to be studied :

1. Elder Citizens : a) in Residential and Chronic Care Centres .
   b) and the potential values of Distance Education .
   c) and the Elder Hostel Programme .
2. Other Groups : Such potential students who are Physically or Psychologically impaired or disabled , and are resident in those same Elder Citizen centres .

Prime areas of research will be :
1)Data collection (Availability of services across the continent.)
2)Identification (Of groups not being served.)
3)Benefits (For society , the individual , and SSFC.)
4)Resources required.
5)Administrative-arranged liaison.

On a continent where there are thousands of post-secondary institutions,there is not as much need to re-invent the wheel as there is a need to find out who else has built one.

OBJECTIVE

To visit appropriate community colleges and universities collecting data to assist the continuing development of Community Education for Special Populations . This would be accomplished by travelling for thirty-seven weeks across North America .I do not anticipate any additional costs to SSFC during my sabbatical year other than the actual sabbatical cost .

METHOD

The actual year of travel would begin September , 1989. I plan on averaging between six hundred and fifteen hundred kilometers each week. This would set my total proposed travels for the year at between forty and fifty thousand kilometers (25,000 to 30,000 miles).
I plan to travel in a half-ton truck with an attached fifth wheel trailer.

ADMINISTRATION

I estimate that it will take a minimum of nine months to plan and confirm the lists of colleges and universities to be visited , the schedule and the liaison personnel . I am in the process of purchasing the appropriate computer and hardware and am presently designing the necessary software package that will allow me to turn an onerous and tedious research task into a refreshing and meaningful project from which many may gain educational insight . To compile raw research data is a job that can be accomplished without leaving Peterborough . To translate it into meaningful and usable input requires firsthand discussion with the individual educators who are presently practising their craft across the continent .One of the many methods I would use would be interview questionnaires that could specifically interpret such areas as courses available , outreach programmes , potential response and numbers of senior students reached .

PREPARATION

I estimate the total time required for the " preparation " period alone would personally involve well in excess of a thousand hours . When I consider that I would probably make successful arrangements with about one in four contacts , it could mean getting in touch with more than one hundred community colleges and universities and doing initial follow-ups with approximately twenty-five of those institutions .

A computer program that could be designed to accept and collate the relevant information on an ongoing input basis could allow comparisons and contrasts with different programs to be made during the actual year of travel . I would encourage co-operation from the participating post-secondary institutions by offering to share the compiled research when completed .

My wife Bernice has encouraged me in this proposal and wholeheartedly supports the project . Her enthusiasm and interest in my college endeavours has already positively demonstrated itself by her involvement on a voluntary basis in the Seniors Outreach Project since its beginnings . Her willingness to assist me before , during and after the sabbatical year is what will guarantee its successful completion .

CONCLUSION

I am aware of the usual procedure of requesting approval for sabbaticals about six months before their anticipated start.I am sure you will appreciate that the more advance time I have for planning , preparation and correspondence , the more detailed and co-ordinated the actual sabbatical will be.

I would therefore urge the Sabbaticals Committee to consider my application as soon as possible.

APPENDIX B

NAME OF ACTIVITY: "Project Outreach"

Trip to Berkshire College

Pittsfield, Mass.

DATES: February 28 - March 6, 1987

LOCATION:

Pittsfield, Massachusetts is a city about the size of Peterborough located in a beautiful area of hills known as the Berkshires in the most westerly part of the state. Berkshire Community College has its main campus in Pittsfield.

OBJECTIVE:

To study and observe the "Project Outreach" program currently in place at Berkshire Community College under the co-ordination of Sheldon Rothberg.

DESCRIPTION OF ACTIVITY:

I left Peterborough early Saturday, February 28, 1987, and drove to Corning, New York, where I interviewed a senior working with the "Senior Citizens Center" located at 1 Park Lane in Corning.

Inez Jacoby explained that the center had been functioning for five years and had continually increased its membership over that time. They publish a newsletter each month and list special events and classes available.

Classes open to seniors include:

1. Word Processing on the MAC
2. Health Education
3. Fitness
4. Cross Stitchery
5. Trip Planning
6. Horticulture
7. Income Tax Clinic

Their activities focus around the "Center" on Park Lane; however, they are looking at an outreach program that would include a variety of activities in seniors' complexes.

Bethany Center (see attached sheets) is a retirement complex in the Horseheads - Elmira area and has become the spark plug for activities in that section of New York. A monthly bulletin "Gold Card News" is circulated throughout the area, published by the Community Education Department.

As you may note from the attached copy of the "Gold Card News", the Seniors of Chemung County have many activities to choose from. The list runs the complete gamut from chair caning and doll making to lectures on the "French and Indian War."

Bus trips and tours of historical landmarks and Civil War battle sites go on all year round.

The early hours of Sunday were spent locating accommodation and then taking a tour of Berkshire Community College, thanks to Officer Dewey Waters of the Security Department.

On Monday morning, Sheldon Rothberg and I discussed the program and began setting up meetings and class observation times.

We were joined for lunch in the college cafeteria by a number of staff and administration. I used the opportunity to discuss my proposal (copies of which I had sent them earlier) and answer their questions. There was also an opportunity to have some conversation about the potential faculty exchange between Sir Sandford Fleming College and Berkshire.

On Tuesday, I attended teacher Win Piper's class on American Humor at Pittsfield Seniors' Center in the afternoon. The Seniors' Center appeared to be a going concern with tremendous activity in numerous rooms. The centre even boasted a billiard room with three full-size tables.

There were thirty-seven students in Win's class and a very animated discussion developed quickly around Erskine Caldwell's "Tobacco Road" and its Thurber parody.

Class preparation was excellent. They had all read the required assignments and almost every student made some form of contribution to the class.

Tuesday morning and all day Wednesday were devoted to meetings with various members of staff and senior administration.

Bernice Morehead, the Human Services Program Advisor, described the difficulties her department had been having in selling the Gerontology Course to potential students. They are hoping to succeed in the future by offering opportunity for specialization through internship.

Chairman John Anthony described the funding areas of the Berkshire Seniors' Project. He stressed two areas to consider seriously: the need for an "out there" person to maintain a high profile and keep contact with the senior population, also, the absolute necessity of having administration and officialdom observe the actual teaching and results to see that learning does occur. He reinforced his point by describing his own hesitancy about the program until he actually audited some of Sheldon's classes. Since that time he has been an ardent and active supporter of the project.

Teacher Mario Caluori teaches a class of seniors in Lee. His course is titled, "The Short Story". He uses the Lee Library for his classes and has 15 students. He became interested in the program through discussions with Sheldon. He suggested that it might be a good idea to encourage seniors to keep a journal or diary which might include their reactions to the course. Writing down their observations and comments would also assist them in remembering certain points and ideas that they could then contribute to the next class discussion. As Mario described it, "Writing it down helps to clarify it. It's also something of their own to keep."

Jean Walden has been working on a funding proposal to allow the program to expand to more than five times its present size. This is being approached through seeking federal funding and has so far met with reticence. The federal government has been unwilling to encourage any further expansion of what has already been demonstrated to be a successful program. Jean encouraged my proposal of giving the senior students some type of formal recognition; it helped them to put a certain stamp of validation on their efforts.

I had a long chat with Dr. Don Herdman, the Dean of Faculty, about the proposed faculty exchanges as discussed by Dr. Peter Hill. Dr. Herdman is hoping to continue the correspondence and suggests that the opportunity might be made to have it more "faculty driven rather than administration promoted" to make the possible activity more healthfully sustained. He suggests that it might find a more fertile growth medium if it began somewhat like the Seniors' Proposal as friends exchanging information about potential joint projects.

He also mentioned possibilities of college affiliation through not only faculty exchanges but also some in the areas of administration and students.

A period of introduction could be accomplished through videotape exchange, control groups for projects and even common subjects for debate by video, mail and telephone.

On the subject of the Seniors' Proposal, Dr. Herdman was a wealth of brainstorming:

1. Intergenerational help-younger/older contacts.
2. Involvement of other programs - Secretarial, Social Services, etc.
3. Patterns of learning not separated by age.
4. Finding others within oneself.
5. Bridges of understanding through communication.
6. Tapping into the family stream.
7. Learning where age, station or gender does not matter.

I am including a brief outline of the Berkshire Community College "Project Outreach" as described by Jean Walden:

> "A primary goal of Berkshire Community College is to serve the Berkshire community. This commitment includes the fostering, maintenance, and development of community relationships.
>
> In an effort to strengthen the College's relationship with the County's senior population, Sheldon I. Rothberg, Professor of English, contacted the Nutrition Program unit of Berkshire Home Care Corporation (a state organization whose function it is to supply hot meals to senior citizens at various accessible sites around the County) and presented his ideas for on-site creative writing seminars for seniors. In 1978, by means of the College granting him a 1/4 release-time commitment to his project, Professor Rothberg offered an informal, non-credit creative writing seminar at the Morningside Community School, a Home Care location in downtown Pittsfield.
>
> The seminar, intended for all levels of ability and tuition-free to any person over 60, met for three hours a week for fifteen weeks. Lecture/discussions of literature were used to encourage participants to write personal narratives and poetry. Every few sessions, pieces written by the twenty participants were collected; an anthology of these works served as a final project.

The success of his initial outreach effort led to Professor Rothberg's repeating the seminar in the following semester to a new audience at the Morningside site and to an audience at the Home Care site in Lanesborough, a community about ten miles from Pittsfield.

In the fall of 1979 Professor Rothberg offered a credit course in poetry at two nutrition sites in North County - in Adams and in Williamstown. Thirty-eight seniors earned credit through attendance and participation. (Those seniors electing to take courses for credit are, in most cases, eligible for a tuition waiver under special state provisions.)

Professor Rothberg has continued 1/4 time commitment to **Project Outreach**. From 1978 through the 1984 spring semester he has offered ten different courses (eight of these credit courses) at six sites around the County. Some 225 senior have earned college credit; some 350 others have benefited from participation in meaningful learning on an informal basis.

For many of these seniors, this outreach effort is an answer to their vital need for the continuing education and educational stimulation shown to do much to deter intellectual deterioration.

Some of the seniors who have participated in **Project Outreach** are well-educated; disinclined toward the purely recreative activities that comprise the bulk of many senior center activity programs, they relish using their mental powers. Others, who have had limited to formal learning, welcome the opportunity to expand their horizons. As one participant expressed it, "I like it because I've never been to school and now I've learned something!"

Sheldon's class at Great Barrington was virtuoso. He demonstrated a technique in teaching that sets the standard for any future seniors' project.

Sheldon plays his class in the same way that a concert violinist plays his Stradivarius - with delicacy, empathy and love. There is a tremendous feeling in the classroom as the starting time draws closer. The students evidence the dream of every teacher - happy faces, eager with interest and anticipation.

Today, the subject is J. D. Salinger's, To Esmai With Love and Squalor. Sheldon acts as leader and facilitator but draws extensively on the students for answer and comment. He uses his technique to encourage students to do their reading beforehand so they may participate and join in the discussion.

In the first class, Sheldon set up a list of names and telephone numbers of the class and passed out a copy for each participant. He indicated to me that a large number of his class have made their own contacts and friendships.

His students also prepared a brief autobiography so he could learn more about them as quickly as possible. He said that his greatest joy in teaching was because "they want to be here...for many of them it is the highlight of their week. But, you must adapt your feelings to their needs. You can't let yourself get offended when they fall asleep in class. If what they need at that moment is a five minute snooze, then let them snooze. When they awake they will come back to where you are with an appreciation and interest that no student of younger years can match."

After the class was over he spent several minutes talking to a number of different students. It was very apparent to me that both teacher and students held each other in very high esteem.

Stephen Fay in his February 22nd, 1986 article made note that "BCC President Jonathan Daube has long emphasized the 'Community' in Berkshire Community College and avidly supports the idea of a travelling classroom. Humanities Chairman John Anthony encourages the effort." He then goes on to say that the elderly students of the project are appreciative. They appreciate the effort that is made to bring these studies to them. Many of them had given up on themselves because society had given up on them. They had a poor self-image because their bodies were acting up and their health was not what it had been. They had an image of themselves as second-class citizens. This outreach project has gone a long way to change that.

O U T C O M E S

If I needed to reinforce in my own mind that my proposal was both needed and worth doing, then I have received that reinforcement. I have heard too many elder citizens in my own community give up and turn to face the wall, resigned only to the fact that they have nothing left in their lives, but to wait to die.

I am determined to do something about it!

APPENDIX C

FLEMING
SIR SANDFORD FLEMING COLLEGE

Dear Colleague: 1989 02 27

In September of 1987, Sir Sandford Fleming College, Peterborough, Ontario, Canada (3,500 full-time and 6,000 part-time students) started a special project entitled **Seniors' Outreach.** This involves teaching college courses to elder citizens at nursing homes, homes for the aged and hospitals. That year, one course was taught in three centres. This year we have expanded to six different credit courses in six centres. The program has achieved a successful start.

Next September, in my capacity as Seniors' Outreach Project Co-ordinator, I have been granted a one year sabbatical to visit colleges and universities across North America to investigate existing programs for elder citizens, retired persons and chronic-care patients. Also, to research the possibilities for developing programs where none presently exist. The enclosed sabbatical proposal details my methods and objectives.

My wife and I are in the process of purchasing a fifth-wheel trailer and a half-ton truck. We believe that this will be the ideal method of travel for the more than thirty thousand miles that we will be covering in the nine months from September, 1989 to May, 1990.

I have compiled a list of colleges and universities throughout North America that have been chosen for their interest in the fields of Gerontology, Geriatrics, Fine Arts, Audio-Visual Graphics, or Media Studies. I am indebted to the American Association of Retired Persons (AARP) for the addresses obtained from their publication, College Centers for Older Learners, and to the College Board for their publication, The College Handbook.

The main objective of this correspondence is to attempt to solicit your assistance in establishing a contact at your college. We might then plan to continue communicating, keeping in mind a possible visit to your college during the sabbatical year.

I believe that both our colleges can benefit from sharing of resources and experiences. As I mentioned in the enclosed proposal, there is not so much a need to re-invent the wheel as there is to find out who else has built one.

I look forward to hearing from you in the not too distant future. Thank you for your consideration.

Sincerely,

David A.S. Fraser
Seniors' Outreach Project Co-ordinator

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